

Child's Work

Lesson Title: Child's Work	Grade: 6-8	Subject: Social Studies	Time: 45 minutes	Topic: Child Labour	Assessment: See Website for Extension
Unit: Resources and Wealth; Power and Authority					
URL: http://teachunicef.org/sites/default/files/documents/Ali_Grades_9_to_12.pdf					
Lesson Description: Students will become aware of the causes of child labour and the effects of work on the lives of children. They will have the opportunity to explore the types of programs that might address the needs of working children.		Curriculum Outcomes: <ul style="list-style-type: none"> • Outcome: RW6.1 g Compare and contrast the quality of life in Canada with the quality of life in a selection of countries bordering the Atlantic Ocean using various sources of data including a quality of life index, maps, graphs, and charts. • Outcome : RW6.2 b Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, prosperity through employment). • Outcome: IN6.3 d Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean. • Outcome: IN7.2 a Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries. • Outcome: RW8.2 Assess the implications of personal consumer choices. 			
Materials: <ul style="list-style-type: none"> • Student copies of Handout #1: "Interview Guide" • Pencils/Pens • Student copies of Handout #2: "Excerpt: UNICEF Child Protection Information Sheet on Child Labour" • World map or globe • Computer with Internet access, connected to video display if possible. Bookmark the link for Ali's Video: http://www.teachertube.com/viewVideo.php?video_id=171627&title=Ali's Story Child Labor. Student copies of Handout #3: "Ali's Story"					

Procedure

Before:

1. Ask students to form pairs. Each student should interview his or her partner about the work the partner does in and outside of the home. Students should take notes of the interview on Handout #1, "Interview Guide."
2. When the interviews are done, ask the group the following questions:
 - How many of you work fewer than 5 hours per week at home? More than 5 hours per week?
 - How many of you have jobs outside your home?
 - How many hours do you work outside your home? Less than 5? Less than 10? Less than 15? More than 15?
 - How many of you enjoy your work at home? Do you enjoy the work you do outside your home?
 - Do you think working interferes with getting your schoolwork done?

During:

1. Explain that around the world children do many types of work, both inside and outside the home, and that some of this work is considered harmful to children.
2. Distribute copies of Handout #2, "Excerpt: UNICEF Child Protection Information Sheet on Child Labour."
3. Have students read the excerpt and answer the questions at the end. Discuss their answers as a group. Ask the class as a whole:
 - Do you think there are other forms of work that should be classified as "harmful" to children?
 - Do you think that some forms of work can be beneficial for children? If so, what are some examples?
5. Explain that this lesson focuses on child labour and the life of a working teenager in Jordan. Have students locate Jordan on a map.
6. Show Ali's Story Video to the class. Then ask:
 - According to Ali, how many hours per day does he work?
 - How does this compare with the number of hours students in the class work, in or outside the home?
 - Why does Ali work?
 - What might be the impact on his family if Ali did not work?
 - From what you could see in the video, what skills does Ali use on his job?
 - What are Ali's main concerns about working so many hours?
 - Do you think that Ali's work should be considered "harmful" or "hazardous" child labour?

- Why do you think Ali says at the end of the video that he is optimistic about his future?

After:

7. Hand out copies of Handout #3, “Ali’s Story,” to each student. After they have read the story, have students answer the questions that follow the story. Discuss their answers as a group.

Ask:

- The program Ali participates in allows working children to express their views about their lives. What other needs do working children like Ali have?
- What other types of programs might be able to meet those needs?

8. Record students’ views on possible programs. You may want to refer to these in Lesson 2 of this unit.

For more information about child labour, visit:

<http://www.childinfo.org/labour.html>

http://www.unicef.org.uk/publications/pdf/ECECHILD2_A4.pdf

<http://www.unicef.org/sowc06/profiles/labour.php>

http://www.unicef.org/protection/index_childlabour.html